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UNIVERSITY OF ILLINOIS  
PRESIDENT'S OFFICE  
**MISSOURI VALLEY COLLEGE.**

**Quarterly Bulletin.**

**VOL. I.**

**JULY, 1901.**

**No. 2.**

19  
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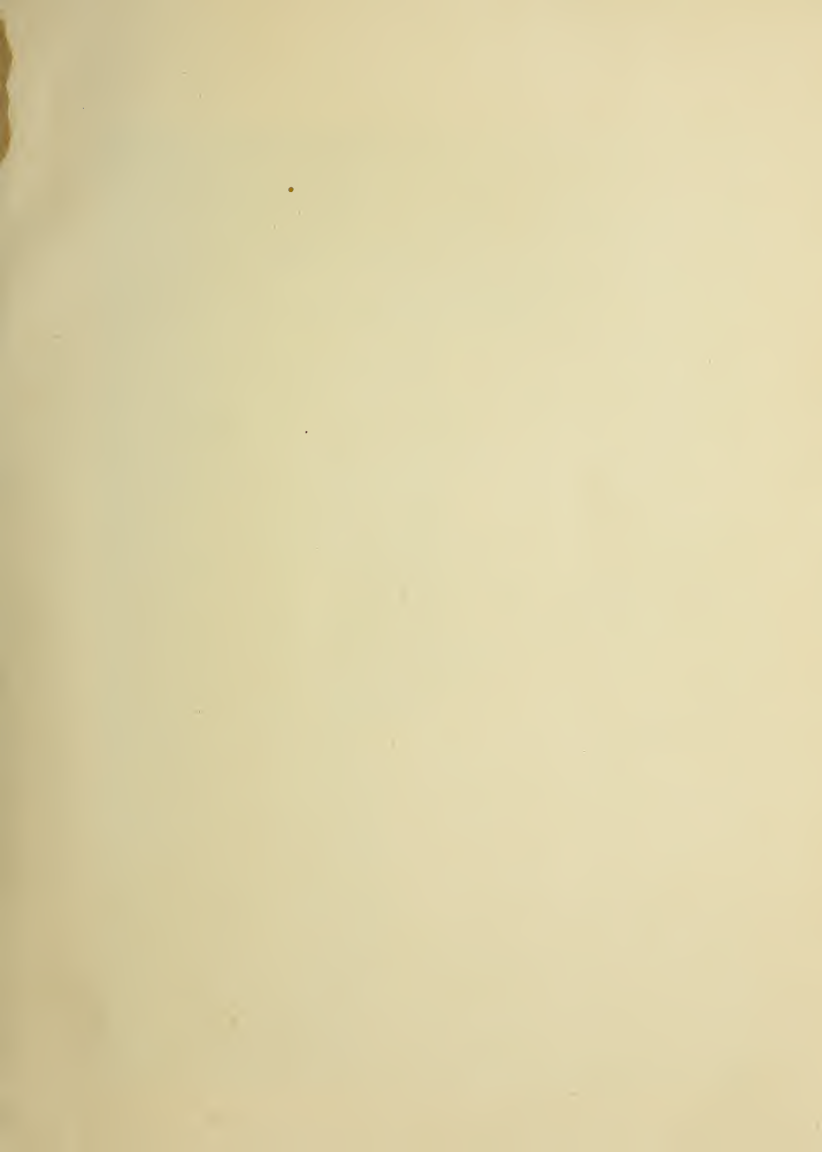
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**MISSOURI VALLEY COLLEGE.**

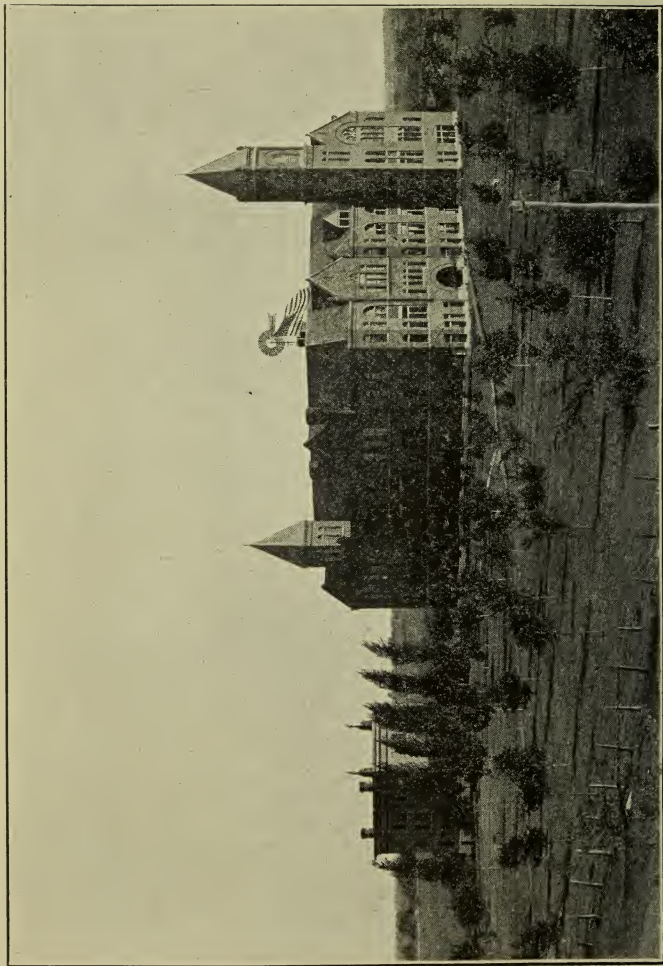
**MARSHALL, MISSOURI.**

**Entered at the Postoffice at Marshall, Mo., as second-class matter.**

## **THE COLLEGE QUARTERLY BULLETIN**

**Of Missouri Valley College is published by the College for the purpose of disseminating educational and scientific information. It is issued quarterly, in the months of April, July, October and January, from the office of the College, at Marshall, Mo. The subscription price is fifty cents a year. Address all communications to "Bulletin M. V. C., Marshall, Missouri."**





GENERAL VIEW OF CAMPUS, COLLEGE AND DORMITORY.

BULLETIN  
UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE.

OF

Missouri Valley College.

JULY, 1901.

MARSHALL, MISSOURI.



MISSOURI VALLEY COLLEGE was founded for the purpose of Christian education, and is under the control of the Synods of the Cumberland Presbyterian Church in Missouri, Kansas, Nebraska and Colorado. It was located at Marshall, Missouri, in the spring of 1888, by a Board of Commissioners appointed for that purpose, and is chartered to exercise the privileges and perform the duties of a College.

The College is co-educational. The time is past when it was necessary to argue the importance of co-education. It is helpful to both sexes to be brought together in the recitation rooms. It helps their manners, stimulates endeavor, conserves morality, and fosters self-respect and self-control. It is nature's order, and nature's law, and hence all leading institutions are being brought into conformity with it.

## Faculty.

WILLIAM HENRY BLACK, A. M., D. D.,  
*President and Biblical Literature.*

WALLACE ELMER GRUBE, A. M.,  
*Baird-Mitchell Professor of Greek.*

JOHN MOORE PENICK, A. M.,  
*Physics and Chemistry.*

\* ALBERT MCGINNIS, A. M.,  
*Latin and German.*

\* JOAN CAMPBELL ORR, A. M.,  
*History and Elocution.*

THOMAS WALTON GALLOWAY, A. M., Ph. D.,  
*Biology and Sociology.*

WILLIE WALKER, A. B.,  
*French and Latin.*

JAMES ALBERT WHITTED, Ph. M.,  
*Mathematics.*

ROBERT L. SHEPHERD., A. B.,  
*Philosophy.*

CATHERINE ALLEN, A. M.,  
*German and English.*

ISAAC NEWTON EVRARD, A. B.,  
*Academic English and History.*

MARY ELLEN BAKER, A. B.,  
*Academic Latin.*

EDGAR SANDS PLACE,  
*Voice, Piano, Theory, Pipe Organ.*

LUVENIA CLEMENS McCORD,  
*Piano.*

IDA LAIL,  
*Drawing and Painting.*

\* On leave of absence for study.

## THE HISTORY OF MISSOURI VALLEY COLLEGE.

So far as history is concerned, it is difficult to fix on definite data, and yet it may be said that the history of Missouri Valley College began with a conference of the representatives of the several synods in the state of Missouri, which was held at Sarcoxie, Missouri, October 27, 1874.

Ever since the lamented failure of the McGee College, brethren on both sides of the Missouri River have been hoping, praying, and planning for the projection of some new educational enterprise. These representatives, gathered at Sarcoxie in the fall of '74, "formulated a system of endowment under which the work should be prosecuted until one hundred thousand dollars were secured." Each synod of Missouri thereafter elected its quota of what was known as the Educational Commission. *McAdow Synod*, Rev. J. B. Mitchell, D. D., Rev. E. D. Pearson, D. D., and Ben Eli Guthrie, Esq. *Missouri Synod*, Rev. J. H. Houx, Rev. T. S. Love, and Rev. P. H. Rea. *Ozark Synod*, Rev. T. W. Pendergrass, Rev. E. E. Baker, and W. H. Ritchie, Esq. These nine constituted the educational Commission as at first organized. Rev. J. B. Mitchell, D. D., was president ; Ben Eli Guthrie was secretary,

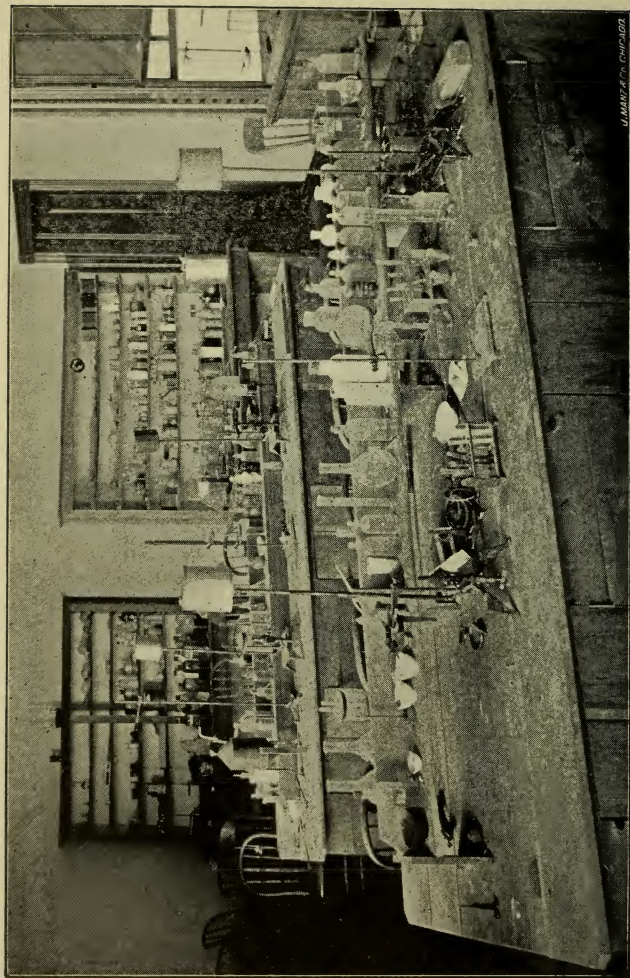
and A. W. Ridings was elected treasurer. In 1875, one year later, Dr. Mitchell resigned, whereupon the Rev. J. H. Houx was elected president. In the years '80 and '81, after various changes had been made in the plan of operation, conferring greater authority upon the president of the Commission, particularly in the matter of receiving and disbursing funds, the enterprise took on new life and made encouraging progress. This continued, with ebb and flow of interest, until the meeting of synod in 1885 at Odessa, Missouri, when, after ten years of faithful service as president of the Educational Commission, Rev. J. H. Houx resigned. As Dr. Pearson said in his report to synod, in reviewing the history of the movement, Rev. J. H. Houx had been a veritable "John the Baptist" in the work that he had done in laying broad and deep the foundations for the future college enterprise. He had not only collected money, and secured bequests, but he had fixed in the minds of the people a deep and abiding faith in the desirability, the possibility, the practicability, and the reliability of the enterprise. This was no small work, in view of the previous history of the educational interests in the state of Missouri. The Rev. J. B. Mitchell, D. D., was again elected a member of the Commission at Odessa in '85, and subsequently made the president thereof. They were dark days which followed, and the light did not break upon the Educational

Commission or upon those interested in the educational work of the Cumberland Presbyterian church in Missouri, until a definite proposition was made by certain brethren in the city of Sedalia, Missouri, with reference to the location of the projected college in their city. Their proposition was, that if the twenty-nine thousand dollars then in bank and in securities, and the twenty-five thousand dollars in bequests were made available, that is to say, if the twenty-nine thousand dollars in bank and securities and the twenty-five thousand dollars in bequests, making fifty-four thousand dollars, were made available in actual income-producing endowment for a college, then Sedalia would give forty-six thousand dollars to the endowment, thereby completing the hundred thousand dollars endowment; it would add to its gift fifteen acres of ground for the college, and twenty-five thousand dollars to build the college edifice. This was the proposition, emanating from Sedalia, which brought light on the subject of the new college. The Sedalia people gave bond for the fulfillment of their contract. Immediately there was revived interest in the subject of the college. Financial agents were appointed in all of the presbyteries. President Mitchell traveled two hundred days, without salary, in arousing interest and soliciting funds for the completion of the synod's part of the required amount. On the thirteenth of September, 1887, the

Educational Commission met and rejoiced. The fifty-four thousand dollars had been raised, and the bond of Sedalia was good for all that remained. It was only necessary to carry out the instructions of the synod and the terms of the Commission's charter in order to secure the location, the building and all the details connected with the establishment of the enterprise in its practical form. Ninety days were given for the taking of bids, as the charter of the Commission required. Three bids were received. These were from Sedalia, Odessa and Marshall.

The bid of Marshall was forty-six thousand dollars cash to the endowment fund, thirty-eight thousand dollars cash to the building fund, seventy-four lots in College Addition to the city of Marshall, valued at twenty-two thousand dollars, and forty acres in the College Addition to Marshall, valued at thirty-two thousand dollars, making a total in their proposition of a hundred and thirty-eight thousand dollars. After looking at all the bids, in all their bearings, it was finally concluded by the Educational Commission that the proposition of Marshall was the most favorable, and therefore the location of the institution was awarded accordingly and the bond of Sedalia returned to the hands of its originators. The location having been determined, there were still some details to be attended to by the Educational Commission before its work





CHEMICAL, LABORATORY.

should be finally concluded. It was necessary to secure a charter for the new institution, to give a name, and to render such assistance to a Board of Trustees to be elected as would be necessary in transferring the business from one body of men to another. The synods elected a board of trustees composed of thirteen members, and gave them instructions to proceed to build the college at Marshall. The name chosen was that of Missouri Valley College, "A name euphonious and significant. We are pleased to find that it gives universal satisfaction," said Dr. Pearson in his report to the synod in 1888. The Educational Commission had its final meeting September 11, 1888, "hoping and believing," they said, "that there will exist no cause for our being called together again." They adjourned in a state of jubilation, as is evident from their report to synod in the month following, when they said: "We hail you happy, on the completion of that grand and noble work, which has engaged your minds and hearts for more than a half score of years." Their work had been done at almost no expense to the church. The minimum amount of a hundred thousand dollars of college endowment had been secured through the comprehensive labors of Rev. J. H. Houx and the intensive work of Rev. J. B. Mitchell, D. D., with no expense to the church save that incidental to traveling, and yet the Educational Commission had been able to turn over to

the Board of Trustees of Missouri Valley College for endowment in cash, notes, and securities, a hundred and four thousand, three hundred and eighty-one dollars and eight cents (\$104,381.08) for the college building in cash, notes, etc., thirty-eight thousand dollars, seventy-four unsold lots, estimated at twenty-two thousand dollars, bequests secured, two thousand five hundred dollars, and a deed to forty acres of college campus, valued at thirty-two thousand dollars. In addition bequests promised but no papers on hand, twenty-two thousand, five hundred dollars, the charter of Missouri Valley College, the charter and the records and papers of the Educational Commission. Thus closed, crowned with great success, the work of the Educational Commission, which had lasted through fourteen years—years of patient labor, of uncertainty in the minds of many, of great perseverance on the part of a few, of intense hope, and which redounded to the glory of God.

Called meetings of Missouri, Ozark, and Kansas synods were held in May and June, of 1888, for the purpose of electing the trustees of Missouri Valley College, thirteen in number. The first meeting of the new Board of Trustees was held in Marshall, Missouri, June 13, 1888, at which time Rev. E. D. Pearson, D. D., was elected president of the Board; W. T. Baird, Esq., vice-president; D. D. Duggins, Esq., secretary,

and T. C. Rainey, Esq., treasurer. A number of meetings were held during the summer, when plans and specifications were discussed, architects interviewed, plans adopted, and contracts finally awarded. After having advertised for bids from contractors, a meeting was held October 15, 1888, and the contract for erecting the building was awarded at forty-two thousand, three hundred and fifty dollars exclusive of heating, furnishing and painting, the building to be completed October 1, 1889.

At one of these early meetings the Board resolved, "There shall be a chair in the college for Biblical instruction. The endowment of the chair is not provided for, but it is hoped that the necessary amount will be secured by the time the college is opened." This action was confirmed by the synod at its meeting in October, as per the following resolution offered by Dr. Mitchell: "*Resolved*, That after the Chair of Biblical instruction in our college is open, the regular course of study for both males and females preparatory to graduation shall include the biography, history, geography, literature and moral code of the Bible, to which may be added such elective studies therein as the faculty may prescribe." It was also decided by synod that the institution should be co-educational, as per the following resolution: "That the faculty and trustees of our college, in organizing the school, while

arranging for such separate courses for male and female students respectively as their judgment shall suggest, shall, however, admit female students to any and all the classes of the institution as may be desired by them and award to them the regular honors of such classes upon the same basis as that established for males.”

A work of very great importance in carrying out the construction of the college was done by Rev. E. D. Pearson, D. D., by the sale of lots and the obtaining of a large sum of money by this means for completing the college edifice. This work of his was duly recognized in the following resolution of synod adopted at Macon, Missouri, 1889: “*Resolved*: That we express our hearty appreciation of Dr. E. D. Pearson’s self-sacrificing and indefatigable efforts, and his marked success in the sale of the college lots for building purposes.”

During 1889, the board pushed the building toward completion as rapidly as they were able, elected a faculty of seven teachers, and announced the opening of the college on September 17, 1889. At that time only eight or nine rooms of the college building were sufficiently completed for use. In fact, the organization took place in the old Cumberland Presbyterian church. But those rooms in the college that were completed were, in a few days, used by the faculty and students, at





BIOLOGICAL LABORATORY.

which time it was found that in addition to the seven teachers there were ninety-two students in attendance, among them nine young preachers. By the time synod met, a month later, there were a hundred and twenty-four in attendance, and for the year there was an enrollment of a hundred and fifty-three. Seventy-two of the students at the time of the meeting of synod were from Saline county and fifty-two from a distance. A Y. M. C. A. had been organized with fifteen members. The faculty was constituted as follows: A. J. McGlumphy, D. D., LL. D., chairman of the faculty and Professor of Mathematics; W. H. Shaw, A. M., Professor of Languages; L. B. Seawell, B. L. D., Professor of Natural Science; W. E. Grube, A. M., Principal of the Academy; Zada Seawell, Preceptress; Miss C. C. Carr, Instructor of Music; Mary L. Armstrong, Instructor in Art.

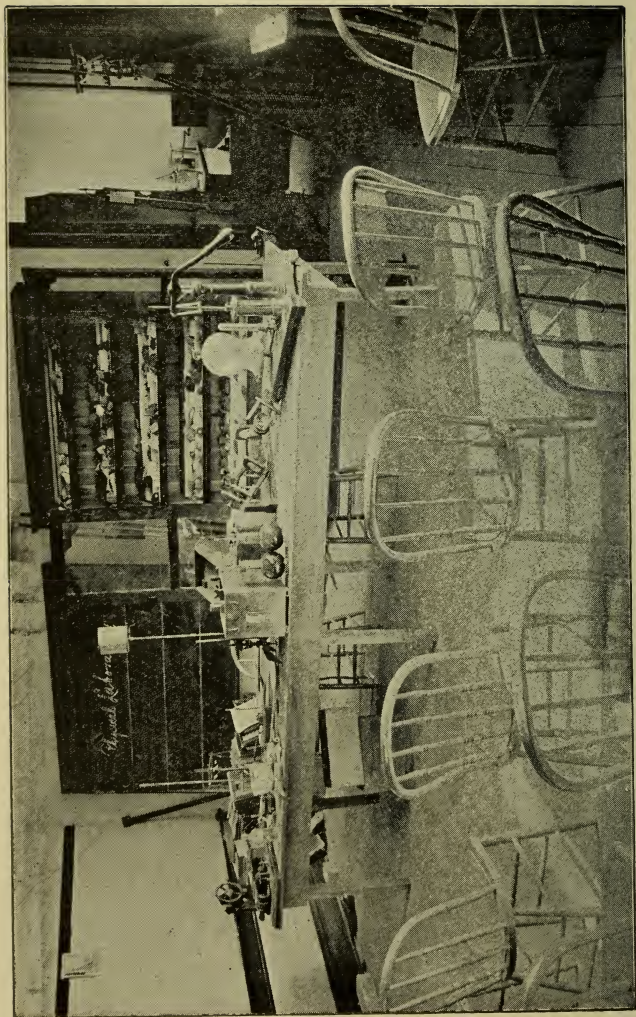
During the previous summer, Pres. G. L. Osborne, LL. D., had been elected President, but had declined. Subsequently William H. Black, D. D., was elected, and he also declined, but was re-elected the following February, 1890, and accepted, beginning his work April 1, of that year.

As per agreement with the President, the course of study in the college received certain very marked modifications. The Faculty was revised, laboratories and libraries were installed and the disposition of the

rooms of the college were made with reference to the requirements of the new course. The reorganization of the Faculty was as follows: William H. Black, D. D., President of the College and Professor of Psychology and Ethics; A. J. McGlumphy, D. D., LL. D. Dean of the College and Professor of Mathematics; W. E. Grube, A. M., Dean of the Academy and Professor of Greek; A. McGinnis, A. M., Professor of Advanced Latin and German; R. T. Kerlin, Professor of Academic Latin and French; J. M. Penick, A. M., Professor of Physics and Chemistry; Joan C. Orr, Professor of History and Elocution; E. S. Place, School of Music; Mary L. Armstrong, School of Fine Arts.

The summer of 1890 was a short summer because of the amount of time required and the vast amount of work needing to be done in order to effect these changes. The building, however, was entirely completed and furnished, the laboratories installed, the library under way, the new faculty in their positions, and all ready for the reception of new students at the opening of school in September. The heating plant had all been put in place, the painting done, everything looked bright, fresh and beautiful. The spring before, on Arbor Day, the students had planted about two hundred trees in the college campus, which previously had been unadorned. In the spring of the following year, 1891, under the inspiring leadership of L. A. Goodman,





PHYSICAL, LABORATORY.

Esq., of Westport, Missouri, the indefatigable secretary of the State Horticultural Society, twelve hundred evergreen and deciduous trees were planted in the college campus. A half holiday was given to the students for this purpose, and Mr. Goodman in person superintended the work. Previously, the landscape gardener of the State Horticultural Society had come and laid off the ground preparatory to the work, according to an artistic design.

Further additions and modifications were made in the course of study, by which the requirements for admission were raised, the course of study in the college elevated and enriched. In 1891, the School of Biology was added, and T. W. Galloway, A. M., was elected professor in charge.

In 1896 the work was further broadened by the founding of the chair of French and the election of Miss Myrtle Thorp to that chair. Mrs. Ada Brasfield was elected assistant in music in 1891 in order to meet the demands of the School of Music.

In 1894 the Dormitory was built, providing for the comfort of students for the ministry and other necessitous young men.

In 1890 W. T. Baird, Esq., of Kirksville, Missouri, had added to his previous subscriptions to the college sufficient to make the total amount ten thousand dollars, whereupon the Board of Trustees unanimously

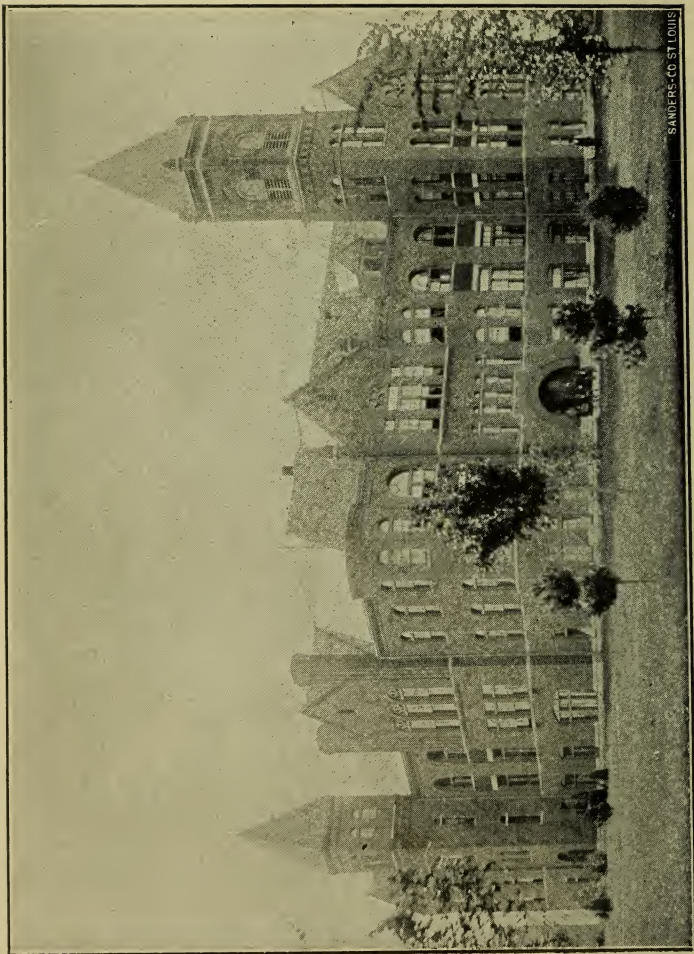
and heartily named the chair of Greek after him, and at his request, associated his long-time pastor and friend, Dr. J. B. Mitchell, with him, so that the chair bears the name, "Baird-Mitchell Chair of Greek." The Bible has been taught in the college since September, 1890, until September, 1895, as a labor of love, all the members of the Faculty participating. But in 1895 John C. Cobb and wife, of Odessa, Missouri, increased their previous contributions to the college, by the agreement to support the Biblical chair at one thousand dollars a year for two years ending June, 1897. Thus the Biblical chair was inaugurated in Missouri Valley College, and the President was elected by the Board to give instruction in that department.

It is earnestly hoped that this chair will be speedily and adequately endowed.

At the meeting of synod in 1889, the Board of Trustees reported that the Chapel "will be large." It is now found, however, that it is very much too small, and the Board has taken steps for the building of a new Chapel. It is hoped that some generous friend of the college will come forward with a donation sufficient to build and name it. Ten to fifteen thousand dollars should be sufficient for the building, with an equal sum as an endowment to maintain its operation.

Missouri Valley College was first mentioned by name to the General Assembly, by the Board of Educa-





SANDERS-CO ST LOUIS

MISSOURI VALLEY COLLEGE.

tion in its report, wherein it was stated that "Missouri Valley has 14" candidates in attendance. A similar legend appears in the minutes of 1891. At Memphis, Tennessee, May 26, 1892, the Assembly gives its first official recognition in the report of the late Rev. E. B. Crisman, D. D., chairman of the Committee on Education, who devotes a separate paragraph to a description of the work and equipment of Missouri Valley College. In 1894, at Eugene, Oregon, in the report of Rev. Prof. D. S. Bodenhammer, the College is commended because "the Bible has a place in the course of instruction." The recognition since has been very generous on the part of the General Assembly.

# THE ACADEMIC PROGRAM OF STUDIES.

| Academic Sub-Junior. | SUMMER QUARTER.                                                                                             | AUTUMN QUARTER.                                                                                                                   | WINTER QUARTER.                                                                                             | SPRING QUARTER.                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                      | Gram. and Comp.....5<br>Arithmetic.....5                                                                    | Bible: Moses.....3<br>Arithmetic.....4<br>Eng. Gram. }.....5<br>Eng. Comp. }<br>El. Ellocution.....4<br>Physical Geog.....4       | Arithmetic.....4<br>Eng. Gram. }.....5<br>Eng. Comp. }<br>German History.....4                              | El. Algebra.....4<br>Eng. Gram. }.....5<br>Prim. Rhet. }<br>Mythology.....4                                 |
| Academic Junior.     | First Latin.....5<br>Academic Algebra.....4<br>Ancient and Medieval or Modern History. } 5<br>Drawing.....3 | Bible: Moses.....3<br>Academic Algebra.....4<br>El. Rhetoric.....2<br>First Latin.....5<br>General History.....3<br>Drawing.....2 | Academic Algebra.....4<br>El. Rhetoric.....2<br>First Latin.....5<br>General History.....3<br>Drawing.....2 | Academic Algebra.....4<br>El. Rhetoric.....2<br>First Latin.....5<br>General History.....3<br>Drawing.....2 |

# THE ACADEMIC PROGRAM OF STUDIES—Continued.

| Academic Middle. | Academic Middle.                                                                                                                                                                 |                                                                                             |                                                                                                                              | Academic Senior.                                                                            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|                  | SUMMER QUARTER.                                                                                                                                                                  | AUTUMN QUARTER.                                                                             | WINTER QUARTER.                                                                                                              | SPRING QUARTER.                                                                             |
|                  | El. Physiology.....4<br>Physiography.....4<br>First Greek.....5<br>Eng. Literature.....5<br>Ovid or Sallust.....4<br>Geometry.....4                                              | Geometry.....4<br>Eng. Literature.....5<br>Cæsar.....4<br>First Greek.....5                 | Bible: United Kingdom. }.....3<br>Geometry.....4<br>Eng. Literature.....5<br>Cæsar.....4<br>First Greek and Ancient. }.....5 | Geometry.....4<br>Eng. Literature.....5<br>Cæsar.....4<br>Anabasis.....5                    |
|                  | History of Education. }.....4<br>Analysis of Homer 4<br>El. Physics.....5<br>U. S. History and Civil Gov. or }.....4<br>El. Elocution. }<br>Nature Study.....3<br>Pedagogy.....2 | Cicero.....4<br>Homer.....4<br>American History.....5<br>Physics.....5<br>El. Zoology.....3 | Virgil.....3<br>Homer.....4<br>Civil Government.....4<br>Physics.....4<br>El. Zoology.....3                                  | Bible: Prophecies.....3<br>Virgil.....3<br>Homer.....3<br>Physics.....3<br>El. Botany.....4 |

# COURSES OF STUDIES IN THE COLLEGE.

(REQUIRED AND ELECTIVE.)

| AUTUMN QUARTER, 1901.                                                                                                                                                                                                                                                                                | WINTER QUARTER, 1901-02.                                                                                                                                                                                                                                                                                         | SPRING QUARTER, 1902.                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Freshman.</p> <p>Bible: Life of Christ...3 hrs<br/> Latin: Livy.....5 "<br/> Greek: Plato.....5 "<br/> English: Rhetoric...2 "<br/> Science:—<br/> General Chemistry..5 "<br/> Morphology of Crystallographs.....4 "<br/> Mathematics: Trigonometry.....3 "<br/> French.....3 "<br/> .....4 "</p> | <p>Bible: Horace.....3 hrs<br/> Greek: New Testament.....3 "<br/> English: Rhetoric...2 "<br/> Science:—<br/> General Chemistry..5 "<br/> Mathematics: Trigonometry.....3 "<br/> French.....4 "</p>                                                                                                              | <p>Latin: Horace.....3 hrs<br/> Greek: Euripides.....5 "<br/> English: Rhetoric...2 "<br/> Science:—<br/> Organic Chemistry..6 "<br/> Morphology of Phenograms.....4 "<br/> Mathematics: Surveying.....4 "<br/> French.....4 "</p> |
| <p>Sophomore.</p> <p>Latin: Terence or Plautus.....3 hrs<br/> Latin Literature.....1 "<br/> Greek: Sophocles...2 "<br/> Eng: Anglo-Saxon...4 "<br/> Science:—<br/> Mineralogy.....3 "<br/> Invertebrate Anatomy.....4 "<br/> my.....4 "<br/> Descriptive Sociology 2 "<br/> German.....4 "</p>       | <p>Bible: Life of Paul.....3 hrs<br/> Latin: Catullus.....3 "<br/> Greek: Sophocles...2 "<br/> Septuagint.....2 "<br/> Eng: Ang.Sax. &amp; Phi. 4 "<br/> Science: Mineral'y..3 "<br/> Vertebrate Anatomy.....4 "<br/> my.....4 "<br/> Math.—U. Algebra..3 "<br/> Political Economy...2 "<br/> German.....4 "</p> | <p>Latin: Tacitus.....3 hrs<br/> Greek: Sophocles...2 "<br/> Septuagint.....2 "<br/> English: Anglo-Saxon.....2 "<br/> on.....2 "<br/> German.....4 "<br/> Electives.</p>                                                          |

# COURSES OF STUDIES IN THE COLLEGE—Continued.

(REQUIRED AND ELECTIVE.)

|         | AUTUMN QUARTER, 1901.                                                                                                                                                                                     | WINTER QUARTER, 1901-2.                                                                                                                                                                                      | SPRING QUARTER, 1902                                                                                                                                                                                                                                                             |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Junior. | <p>Greek: Aristophanes..2 hrs<br/>Private Life or Drama.....2<br/>English: Advanced Elocution.....2<br/>Science: Plant Physiology.....2<br/>History: English Constitutional.....2<br/>Electives.....2</p> | <p>Biblical Literature.....3 hrs<br/>Greek: Aristophanes..2<br/>Private Life or Drama.....2<br/>English: Later English Drama.....2<br/>Advanced Elocution..2<br/>Math: Analytic Geometry.....5</p>           | <p>Greek: Aristophanes..2 hrs<br/>Private Life or Drama.....2<br/>English: Shaks. Criticism.....2<br/>Advanced Elocution..2<br/>Science: Geology.....5<br/>History: English Constitutional.....2<br/>Math: Calculus.....5</p>                                                    |
| Senior. | <p>Greek: English: Shakespeare and Milton.....3 hrs<br/>Shakespearean Readings.....1<br/>Science: Psychology..4<br/>Adv. Physics.....5<br/>History: Amer. Constitution.....3</p>                          | <p>Greek: Demosthenes..2 hrs<br/>English: Milton.....2<br/>Shaks. Readings.....1<br/>Bible Readings.....1<br/>Science: Logic.....2<br/>Metaphysics.....3<br/>Animal Physiology..2<br/>Adv. Physics.....5</p> | <p>Bible: Apologetics.....3 hrs<br/>English: Browning and Tennyson.....2<br/>Shaksp. Readings.....1<br/>Bible Readings.....1<br/>Science: Animal Physiology.....2<br/>Adv. Physics.....5<br/>Math: Astronomy.....4<br/>Hist'y of Civilization..3<br/>Ethics and Theism.....5</p> |

# SCHEDULE OF RECITATIONS—B.

## II. AUTUMN QUARTER.

| HRS.  | BLACK                          | GRUBE                                                       | PENICK                   | GALLOWAY                                      |
|-------|--------------------------------|-------------------------------------------------------------|--------------------------|-----------------------------------------------|
| 8:00  | O. T. Hist.<br>T. W. F.        |                                                             |                          | Morph. Crypt.<br>4.                           |
| 9:00  | Life of<br>Christ.<br>T. W. F. | First Greek.<br>5.                                          | Mineralogy.<br>T. Th. S. | Plant Phys.<br>W. F.<br>Zoology.<br>T. Th. S. |
| 10:00 |                                | Arist. Soph.<br>or Aesculus.<br>W. F.<br>Plautus.<br>T. Th. | Ad. Physics.<br>5.       |                                               |
| 11:00 |                                | Plato.<br>5.                                                | El. Physics.<br>4.       | Invertebrate<br>Anatomy,<br>4.                |
| 1:30  |                                |                                                             | Gen'l Chem.<br>4.        |                                               |
| 2:30  |                                | Private Life<br>or<br>Greek<br>Drama.<br>T. & F.            | Laboratory.<br>4.        | Descriptive<br>Sociology.<br>T. F.            |
| 3:30  |                                | First Latin.<br>4.                                          |                          |                                               |

# SCHEDULE OF RECITATIONS—B—CONTINUED.

## II. AUTUMN QUARTER.

| WHITTED                    | SHEPHERD                                                   | ALLEN                         | BAKER         | EVARD                                  |
|----------------------------|------------------------------------------------------------|-------------------------------|---------------|----------------------------------------|
| Univ.<br>Algebra.<br>4.    | Psychology.<br>4.                                          |                               | Cicero.<br>4. | El. Rhet.<br>Th. S.                    |
|                            | Ad. Elocution. Th. S.                                      | Ad. German.<br>Th. S.         |               | Ad. Rhet.<br>W. F.                     |
|                            |                                                            | Eng. Lit.<br>5.               | Livy.<br>5.   | Gen'l Hist.<br>4.                      |
| Trigonometry.<br>T. Th. S. | American History.<br>5.                                    | Shakespeare and Milton.<br>4. |               | Gr. & Comp.<br>5.                      |
| El. Algebra.<br>4.         |                                                            | Anglo-Saxon.<br>4.            | Homer.<br>4.  |                                        |
| Geometry.<br>4.            | El. Elocution<br>4.                                        | German.<br>4.                 |               | MISS LAIL.<br><br>Drawing.<br>T. W. F. |
| Arithmetic.<br>4.          | Const. Hist. England.<br>T. F. American Const. Hist. W. S. |                               | Cæsar.<br>4.  | German Hist.<br>4.                     |

# SCHEDULE OF RECITATIONS—C.

## III. WINTER QUARTER.

| HRS.  | BLACK                       | GRUBE                                                   | PENICK                  | GALLOWAY                                      | WALKER                 |
|-------|-----------------------------|---------------------------------------------------------|-------------------------|-----------------------------------------------|------------------------|
| 8:00  | United Kingdom.<br>T. W. F. |                                                         |                         |                                               | Virgil.<br>T. th. S.   |
| 9:00  | Life of Pa'l<br>T. W. F.    | First Gre'k<br>5                                        | Mineral'gy<br>T. Th. S. | Zoology.<br>T. Th. S.<br>Theo. Biol.<br>W. F. | First Lat.<br>5        |
| 10:00 |                             | Arist. Saph<br>or Aesch.<br>W. F.<br>Plautus.<br>T. Th. | Ad. Physics<br>5        | Pol. Econ.<br>W. F.                           | Homer.<br>T. th. S.    |
| 11:00 | Biblic'l Lit<br>T. W. F.    | Demosth's.<br>W. F.<br>N. T. Gr'k<br>T. Th. S.          | El. Physics<br>4        | Vert. Anat.<br>4                              | French.<br>5           |
| 1:30  |                             | Homer.<br>4                                             | Gen. Chem<br>4          | Animal<br>Physiol.<br>W. F.                   | Ad. French<br>T. W. F. |
| 2:30  |                             | Private Life<br>or Drama.<br>T. F.<br>LXX W. S.         | Laboratory<br>4         |                                               |                        |
| 3:30  |                             |                                                         |                         |                                               |                        |

# SCHEDULE OF RECITATIONS—C.

## III. WINTER QUARTER.

| WHITTED                  | SHEPHERD                                    | ALLEN                          | BAKER             | EVARD                               |
|--------------------------|---------------------------------------------|--------------------------------|-------------------|-------------------------------------|
| Uni. Alg.<br>T. Th. S.   | Logic.<br>W. F.<br>Metaphysics<br>T. Th. S. |                                |                   | El. Rhet.<br>Th. S.                 |
|                          | Ad. Elocu.<br>Th. S.<br>Shakespeare<br>W F. | Ad. Germ.<br>Th. S.            | First Latin.<br>5 | Ad. Rhet.<br>W. F.                  |
| Ana. Geom<br>5           | Con. Hist. E.<br>W. F.                      | Eng. Lit.<br>5                 | Arithmetic.<br>4  | Gen. Hist.<br>4                     |
| Trigon'try.<br>T. Th. S. | Civics.<br>4                                | Shsp. & Milt<br>4              |                   | Gram Com<br>5                       |
| El Algebra<br>4          |                                             | Ang. Saxon<br>and Philol.<br>4 | Cæsar.<br>4       |                                     |
| Geometry.<br>4           | El. Elocu.<br>4                             | German.<br>4                   | Mythology.<br>4   | MISS LAIL.<br>Drawing.<br>T. Th. F. |
|                          |                                             |                                |                   |                                     |

# SCHEDULE OF RECITATIONS—D.

## IV. SPRING QUARTER.

| HRS.  | BLACK                 | GRUBE                                                   | PENICK           | GALLOWAY                    | WALKER                 |
|-------|-----------------------|---------------------------------------------------------|------------------|-----------------------------|------------------------|
| 8:00  | Apologet<br>T. W. F.  |                                                         |                  | Morphe.<br>Phan.<br>4       | Virgil.<br>T. th. S.   |
| 9:00  | Prophets.<br>T. W. T. | Anabasis.<br>5                                          |                  | Botany<br>4                 | First Lat.<br>5        |
| 10:00 |                       | Arist. Saph<br>or Aesch.<br>W. H.<br>Plautus'<br>T. Th. | Ad. Physics<br>5 | Phys. Geog<br>4             | Horace.<br>T. th. S.   |
| 11:00 |                       | Euripides.<br>5                                         | El. Physics<br>4 | Geology.<br>5               | French.<br>5           |
| 1:30  |                       | Homer.<br>T. W. F.                                      | Org. Chem<br>4   |                             | Ad. French<br>T. W. F. |
| 2:30  |                       | PrivateLife<br>or Drama.<br>T. F.<br>LXX W. S.          | Laboratory<br>4  | Animal<br>Physiol.<br>W. S. |                        |
| 3:30  |                       |                                                         |                  |                             |                        |

# SCHEDULE OF RECITATIONS—D—Continued.

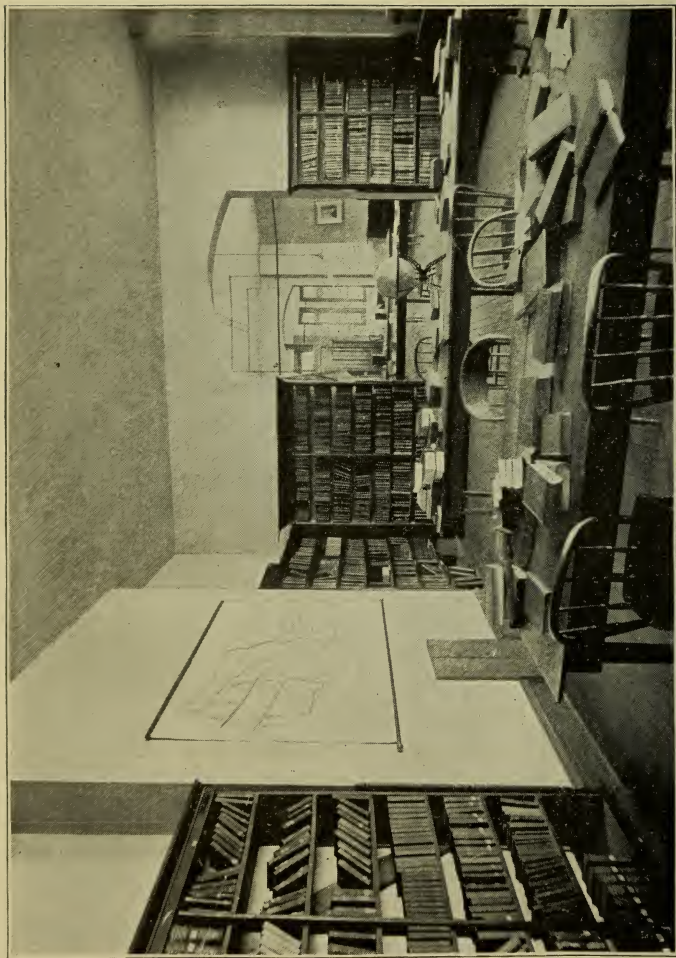
## IV. SPRING QUARTER.

| WHITTED         | SHEPHERD                                         | ALLEN                                         | BAKER             | EVARD                   |
|-----------------|--------------------------------------------------|-----------------------------------------------|-------------------|-------------------------|
|                 | Theism.<br>th. S.                                |                                               |                   | El. Rhet.<br>Th. S.     |
| Astronomy<br>4  | Ad. Elocu.<br>Th. S.                             | Ad. Germ.<br>Th. S.                           | First Latin.<br>5 | Ad. Rhet.<br>W. F.      |
| Calculus.<br>5  | Con. Hist. E.<br>W. F.<br>Hist. Civil.<br>T. Th. | Eng. Lit.<br>5                                | Prim. Alg.<br>5   | Hist. Eng.<br>T. Th. S. |
| Solid Geom<br>4 | Ethics.<br>T. Th. S.                             | Brown, Ten'y<br>W. F.                         |                   | Gram Com<br>5           |
| El Algebra<br>4 |                                                  | Ang. Saxon.<br>T. F.<br>Shksp. Crit.<br>W. S. | Cæsar.<br>4       |                         |
| Surveying.<br>2 | El. Elocu.<br>4                                  | German.<br>4                                  |                   |                         |
| Surveying<br>2  |                                                  |                                               | Mythology.<br>4   |                         |

## Required and Elective Work.

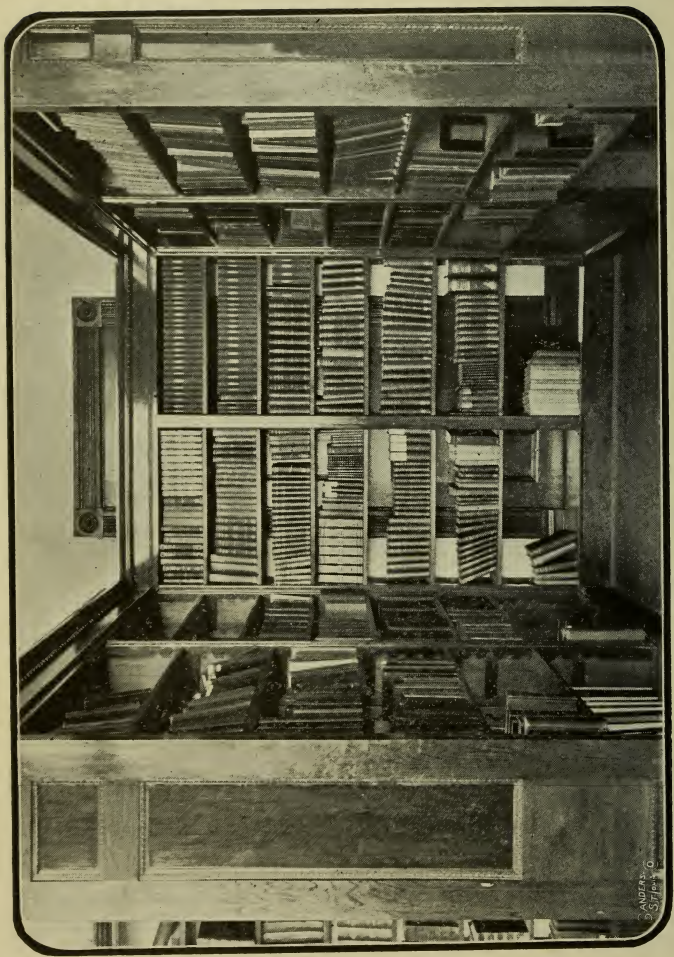
In making up the sum total of work necessary for the completion of any course, certain subjects must be pursued. These are known as required studies. They are such as the Faculty have agreed each of the graduates of the school should have. Enough work in addition to this must be chosen from other courses offered to make out the requirement for a degree; these are known as electives. It is the policy of the school to make about two-fifths of the work elective. This gives the student the opportunity of following a little more closely the subjects which especially stimulate him.





THE LIBRARY.





THE DENNY ALTHOUSE ALCOVE IN THE LIBRARY.



DENNY ALTHOUSE.



## GENERAL INFORMATION.

The faculty will aim to exercise a parental and moral supervision over the conduct and character of the students. The latter will be held responsible for proper deportment, a decorous intercourse among themselves, a respectful treatment of their officers, a faithful observance of the hours appointed for study, and a punctual attendance upon all prescribed exercises of the College. Leave of absence will be granted in extreme cases before the close of the term, but only by permission of the faculty. Parents and guardians are earnestly requested to confer with the faculty beforehand, and to expect such leave only in cases of extreme necessity.

In harmony with the above requirements, the following things are positively forbidden: All disorder in rooms for study, or in the College building; absence from recitation or other enjoined exercises without previous permission or sufficient excuse thereafter; communication during prayer, recitation or other exercise; social visiting during study hours; all association of the *sexes* except at prescribed periods; injury to College property; the use of intoxicating drinks; the use of tobacco on College premises; all offensive or

indecent language or behavior ; playing at billiards, cards or other games of chance ; visiting saloons ; the desecration of the Sabbath, and all other things inconsistent with the utmost propriety of conduct, and, therefore, adverse to the most successful improvement of the students, intellectually and morally.

The literary and other societies of the College are under the control of the faculty. No secret organization will be allowed among the students. No public entertainments shall be given by any society without permission from the faculty, and when such permission is granted all the exercises intended for any entertainment shall be presented to the faculty for its approval as to matter and program before their public delivery. No one who is not in regular attendance at the College can be a member of the literary societies, or take part in the literary exercises of the same. The following pledge will be exacted of each student as a condition of entrance to the College :

*I, the undersigned, as a condition of admission as a Student in the Missouri Valley College, do hereby declare and promise, upon my honor and without mental reservation, that I will not join as a member or attend the meetings of any secret literary or social organization, unless the same has been first approved by the Faculty of Missouri Valley College.*

The penalty for the violation of the rules of the

College shall be such as the faculty may see fit to inflict.

#### A WORD TO PARENTS AND GUARDIANS.

With great emphasis we urge all who send their children to us to be careful about giving them too much pocket money or too great liberty in contracting debts. And they ought to be carefully instructed as to the value and economical use of money. We sometimes have students with a very slight comprehension of economy who, to the disgust of their friends at home, squander with an indiscretion that is hurtful to everybody concerned. There is scarcely a vice that so fatally interferes with study as the lavish and careless spending of money by students at school. We are certain that we can not do those who are at school and those who send their children here a greater favor than to bring this important matter to their notice and to beg of them, both for their own profit and for the better training of the pupils in habits of economy, that they give special attention to this suggestion.

#### ACCESSIBILITY.

Marshall is accessible from all parts of the country via the Chicago & Alton R. R., or via the Missouri Pacific R. R. It is on the main line of the C. & A. R. R., and on the Boonville branch of the Missouri Pacific R. R. These, with their connections, furnish

ample conveniences for reaching Missouri Valley College from all portions of the world. Consult the nearest railroad ticket agent and he will give you all necessary information.

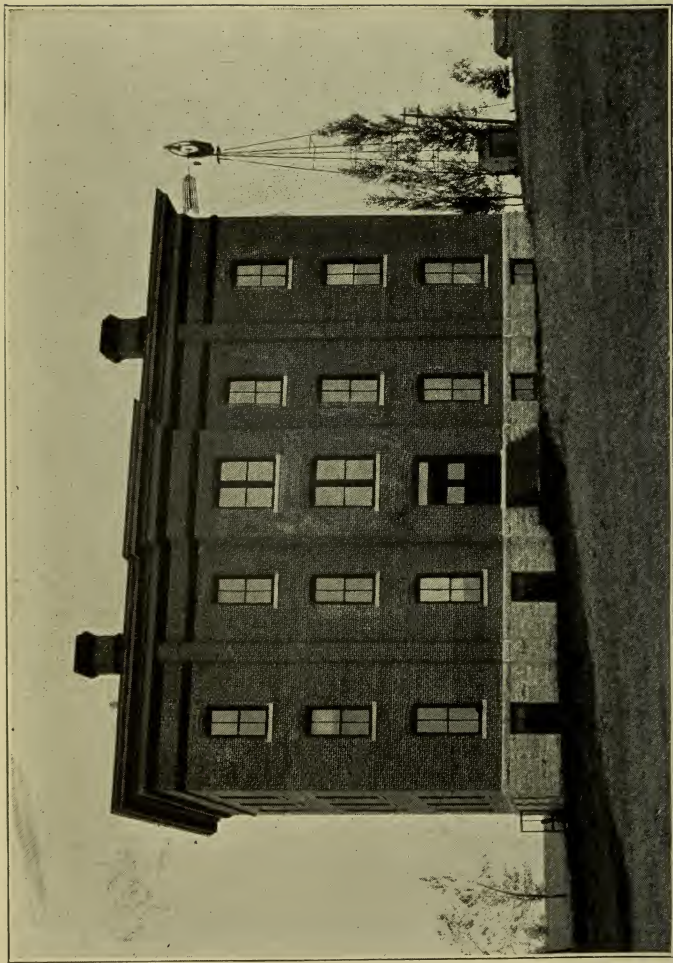
#### LOCATION.

The College is beautifully located on a commanding eminence, at the city of Marshall, which is the capital of Saline county. The soil in this county is noted for its productiveness, and the inhabitants are distinguished for their thrift. The climate is exceptionally healthful, the air being pure and stimulating. The mean annual temperature, as reported in the tenth census, is 50-55 degrees, the same as Pittsburg, Philadelphia and New York. This is five degrees cooler than the mean annual temperature of St. Louis, Louisville and Washington. The annual rainfall is 35-40 inches, five inches less than that of St. Louis, Philadelphia and New York. Putting these two facts together, it is at once seen that the climate of Marshall is as delightful and healthful as could be desired. In fact, in point of climate, it is equal to the great health resorts of the country, and, in point of beauty of landscape, it is second to none.

#### EXPENSES.

It has been the object of the Board of Trustees to place the advantages of higher education within the





THE DORMITORY.

reach of all; they have, therefore, put the tuition at very low figures, it being \$9 per quarter in the Academy, and \$12.50 per quarter in the College.

Boarding can be obtained in good families in the city of Marshall for \$2.25 to \$3.50 per week, including furnished room, fuel and light. Laundry will cost from 50 cents to \$1.00 per month.

## ESTIMATE OF EXPENSES.

|                                               | Lowest. | Highest. |
|-----------------------------------------------|---------|----------|
| Tuition, 12 weeks, one quarter.....           | \$ 9 00 | \$12 50  |
| Boarding, 12 weeks, one quarter.....          | 30 00   | 36 00    |
| Laundry, 12 weeks, one quarter.....           | 3 00    | 4 00     |
| Matriculation fee, 12 weeks, one quarter..... | 3 00    | 3 00     |
| Books, 12 weeks, one quarter.....             | 3 00    | 10 00    |
| <hr/>                                         |         | <hr/>    |
| Total expense per quarter.....                | \$48 00 | \$65 50  |

Candidates for the ministry and the children of *pastors* are allowed free scholarships on condition of obedience and diligence. The tuition is immediately collected from such when their department falls below class *two*. All are required to pay the usual matriculation fees. Candidates must furnish certificates from the stated clerks of their Presbyteries as to their standing. No free tuition in Summer Quarter.

All tuitions and fees must be paid in advance, at the beginning of the quarter. Students are not admitted to recitation until they produce the treasurer's receipt.

## THE GYMNASIA,

of which there is one for ladies and one for gentlemen, both situated on the first floor, are fitted up with a sufficient variety of apparatus to afford all forms of needed exercise. Dumb bells, Indian clubs, wands, wall machines, trapezes, traveling rings, horizontal bars, parallel bars, rowing machine, Swedish horse, quarter circle, mats, etc., constitute the equipment. The gymnasia are comfortably warmed and well lighted and ventilated.

## THE CAMPUS

is spacious and is adorned with about 1,200 evergreen and deciduous trees. The Horticultural Society had its landscape gardener to visit Marshall for the purpose of making a suitable design for the planting, and then the Secretary, L. A. Goodman, Esq., came and personally superintended the work on Arbor Day in 1891.

Ample provision has been made for all forms of

## ATHLETIC SPORTS,

such as baseball, football, basket ball, lawn tennis, running and leaping. These are encouraged by the Faculty for the sake of the physical culture of students.

The College has several acres of the campus laid out as Athletic Grounds. This includes a football "gridiron," baseball "diamond," and tennis courts,

both clay and cinder. During commencement week one afternoon is given to field sports when there are contests in running different distances, broad and high jumping, putting the shot, throwing the hammer, and other athletic events.

#### SOCIAL LIFE.

The student's intercourse with his fellows is under the supervision of the Faculty. Regard is had for the needs of the social nature, but the mingling of the sexes is guarded so as to prevent unwise intimacies and loss of time from study. Most of the students being absent from home, the College authorities take the place of parents so far as possible.

#### THE LITERARY SOCIETIES,

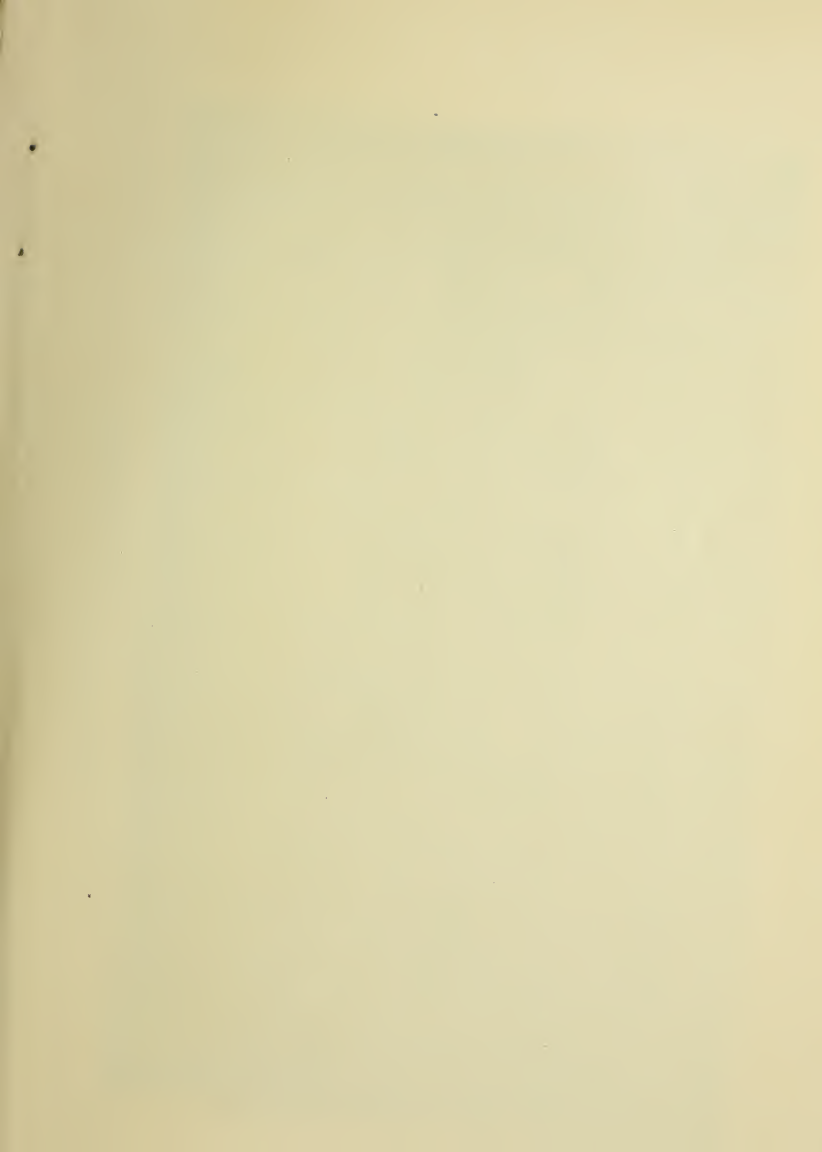
of which there are three—the PEARSONIAN, the HOXONIAN, and the BAIRDEAN—have beautiful halls on the third floor, which they have furnished most handsomely and conveniently, and at large expense. The membership in each is composed of both sexes, this mingling of the sexes being found decidedly advantageous both in regard to the order and the efficiency of the societies.

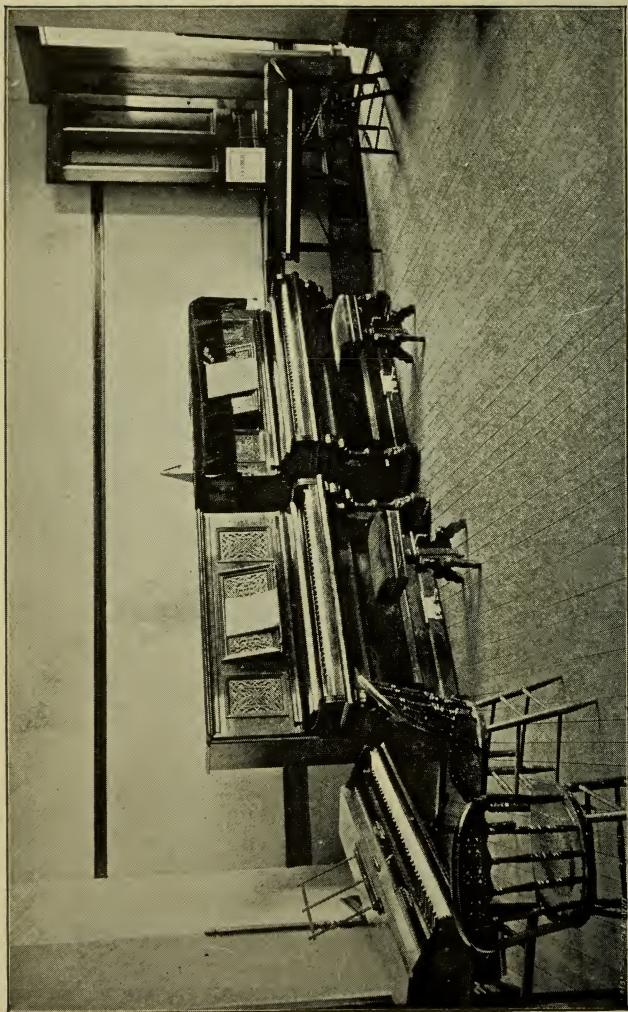
#### RELIGIOUS LIFE.

Each student is required to attend Sabbath School and Divine Service once every Sabbath. Failing to

attend, he must provide an excuse from the President at roll call on Tuesday.

In addition to this requirement, the first hour's recitation is opened each day with prayer by the members of the Faculty in their separate rooms; and at noon all students assemble in the Chapel for public worship. Attendance upon Chapel exercises is required.





PROF. PLACE'S INSTRUCTION ROOM.

## THE SCHOOL OF MUSIC.

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### Exposition of Methods Used in Music Courses.

EDGAR SANDS PLACE,

*Dean School of Music.*

In the Music schools of to-day there are many things entirely new in methods of teaching. In Vocal Culture, Piano and Pipe Organ playing it is most apparent. Not only in methods has there been an improvement in teaching, but the modern aids to proficiency in Instrumental Music are also many. There has been a greater advance made in the devices and instruments used to help the piano and organ player, than in other departments of music. These inventions assist the student to complete the required course in a much shorter time than without them.

The general public, I believe, is not conversant with the methods and aids now offered to student life in the Music School of Missouri Valley College. A short description will not prove fruitless, I hope.

By Vocal Culture is meant the training of the vocal mechanism in all its parts to act perfectly under the will of the performer. A few of the muscles and

parts so trained are as follows : The diaphragm, intercostal muscles, and all breathing muscles, vocal bands, pharynx, the muscles that control the movements of the larynx, tongue, soft palate and face.

In building up a department of vocal culture for singing purposes in a music school, it should be the aim to place methods of work on a broad basis. In the world to-day there are principally three great schools of vocal culture and singing, the French, Italian and German. The first two are somewhat alike and both radically different from the last. A method that allows of training in one of these schools or styles of singing only, is more or less cramped and sectional. A well trained vocalist is one that can sing with equal facility the later music from Gounod (French), the dramatic and heavy music of Wagner (German), and the florid music of Rossini (Italian). Students of Missouri Valley College are taught on the above plan. The good and lasting points of all schools are made use of, without dwarfing the individuality of any one voice. Voices fitted into a rigid and unyielding method, carrying out a few pet ideas of the teacher, are always colorless, without marked vitality, sometimes the compass reduced from three to five tones, an utter lack of power to accompany the many shades of feeling required in dramatic music, and lastly, in many cases where the narrow methods are used, the singer is taught

to imitate the tone quality of the teacher, thus forming a positive cramp of some one or more of the throat muscles. These faults are all religiously avoided and natural development insisted upon.

In Piano and Organ Playing the instruction is pursued along the following lines of test and development. First, correct sight reading ; second, theory and practice of touch ; third, speed as applied to technical exercises and the proper rendition of the good in music, and fourth, interpretation according to the musical content of each piece.

In teaching touch the practical points of the early Kalkbrenner school of playing are not lost sight of, while the great changes introduced by Chopin are studied continually. The works of Germer, Plaidy, Mason, Neupert, Tausig, Kullak and Deppe are studied as among the most prominent of the modern writers on touch and technic.

Mechanical means are also used to develop strength for the gaining of a fine touch. Exercises for the Brotherhood Technicon are given frequently. These consist in holding weights on the finger tips of five to ten pounds, while the wrist is moved up and down, also with a still wrist and the finger tips raising and lowering the weights. Another exercise is to hold the hand still and raise one finger at a time while it is held down by a light spring from beneath. Many

other exercises are given to develop the hand and arm. Recently a student purchased one of these hand gymnasiums for home use.

There is still another instrument used for strength and touch, that is the greatest invention of its kind in the world. We have three of these dumb pianos in Missouri Valley College. It is called the Virgil Practice Clavier. It has a key board like the piano and looks not unlike the old-fashioned melodeon. The keys are toneless but give forth a short click when pressed down to its bed, and another when the former level is reached. By means of practice the down click of one key can be sounded with the up click of its neighbor. This kind of a practice demands a perfect balance of arm and hand and a thoughtful raise and drop of the finger tips. Thus we have a legato touch of the finest kind, and gained in half the time it takes to learn it from the piano. The strength of pressure required to carry each key to its bed can be made as light as two ounces—less than the piano—to twenty, which is very strong.

As soon as touch exercises have been learned on the clavier, they are produced on the piano with delightful results. Many pieces are studied without tone first, that the fingers may attain a certain proficiency before the ear is engaged in listening to the beautiful tones of the piano.

All exercises, studies and pieces are learned and rendered at a fixed rate of speed. For instance, in learning a piece, the student is required to play it first, very slowly, second, at a moderate tempo, and third, fast. To make these different movements definite to the student, the standard Maelzel Metronome is used. This small instrument has a swinging pendulum and a figure dial. The pendulum can be raised or lowered to any given number. In this way speed can be measured and made definite. Pieces and studies of the course are rendered by all alike, at a fixed Maelzel Metronome time of speed. This establishes a standard of attainment for all, without guess work on the part of the instructor. By means of this speed element the hand and arm are developed into what might be termed *flying strength*. Not only does this produce a good hand technic, but a brain technic or control of the motor nerves not to be gained in other ways. The action of the brain is quickened and the nerves made much more responsive in the common intermingling in social intercourse.

After all this control of nerve force and muscular development of hand and arm, there is the interpretation of the piece as a whole. Its content to be studied. In this connection a four years' course in Theory and Composition has been provided and required of those who desire to finish the course in either Voice, Piano, Pipe Organ or Violin.

In Theory the student is required to analyze musical compositions, to compose melodies, to add harmonies and finally to compose original pieces in the larger forms. Thus a Harmonist is well prepared to enter into the inner life of a piece of music and interpret according to the original idea of the composer.

In the elementary class of Vocal Culture and Sight Singing, the course embraces six lessons in vocal culture as applied to the singing voice; ten lessons to sight-singing, and the remaining lessons to pronunciation of words and rendition of songs.

How to write the notes and make them look well, is taught in the Music Primer and Writing Class. General facts about music, musical theory in an elementary way, and other things of importance to the young musician are taught. This class is free to all students of the First and Second Preparatory grades. These students are required to become members. One lesson per week for three quarters.

#### THE NEW COURSES OF MUSIC STUDIES.

To fulfill the announcement made in the catalogue of 1896 and 1897, we offer a complete four years' college course of study, with two preparatory grades in Voice Development, Piano, Pipe Organ, Violin Playing and Theory. In Piano Playing there is offered a carefully prepared Post Graduate course extending over a period of two years.

## Graduation in Music.

### CLASSICAL MUSIC COURSE (MUS. B.)

The conditions for graduation with the degree of "Bachelor of Music" in either Voice, Piano, Pipe Organ or Violin are, first, the completion of the four years' course in voice or instrument as formulated; second the prescribed requirements in Theory and Composition; third, the graduation in the Academy of Missouri Valley College, English course, including Mathematics (or equivalent); fourth, the successful performance in public Recital by each applicant, and fifth, the payment of ten dollars into the College treasury.

Students who have completed the Sophomore year in either Voice, Piano, Pipe Organ or Violin, and are compelled to stop their study of music, may receive, if they so desire, a certificate from the Faculty stating that two years of study have been successfully terminated.

### INSTRUMENTS AND SUBJECTS STUDIED.

|               |                             |
|---------------|-----------------------------|
| Pipe Organ    | Canon                       |
| Cabinet Organ | Fugue                       |
| Piano         | Musical Form                |
| Voice         | Instrumentation             |
| Violin        | History of Music            |
| Guitar        | History of Pianoforte Music |
| Harmony       | History of Song             |

Counterpoint  
History of the Violin and its  
Makers.

History of the Organ and  
Organ Players

#### COURSE ON PIPE ORGAN.

Owing to the growth and popularity of the Music School, and the demand for a higher and more extended course in organ playing, it has been decided to make this department equal to any other similar department in the East, and superior to all organ schools in the West, except possibly, two or three in the large cities.

Accordingly, a carefully graded course of studies and pieces, covering six grades for the pipe organ, has been prepared and a beautiful Three-Thousand-Dollar Johnson Pipe Organ purchased.

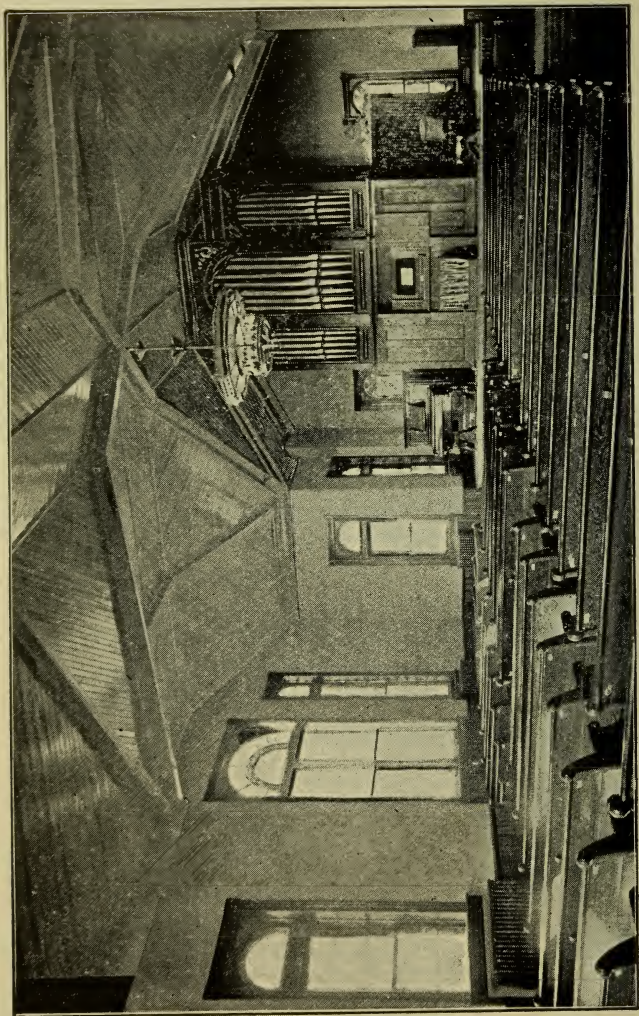
This instrument is eighteen feet in height, fourteen feet in depth and thirteen in width. Case of antique oak with front display pipes beautifully decorated in gold bronze.

It has two manuals, full pedal clavier and balanced swell.

There are twenty-six stops in all, as follows :

|                         |                  |
|-------------------------|------------------|
| 1 Clarionet (Reed)..... | 8 foot pitch     |
| 2 Fifteenth .....       | 2 foot pitch     |
| 3 Twelfth.....          | 2 2-3 foot pitch |
| 4 Octave .....          | 4 foot pitch     |
| 5 Cheminee Flute.....   | 4 foot pitch     |





CHAPEL AND PIPE ORGAN.

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|                              |              |
|------------------------------|--------------|
| 6 Melodia .....              | 8 foot pitch |
| 7 Dulciana .....             | 8 foot pitch |
| 8 Stopped Diapason Bass..... | 8 foot pitch |
| 9 Open Diapason.....         | 8 foot pitch |

## SWELL ORGAN.

|                                  |               |
|----------------------------------|---------------|
| 10 Oboe (Reed).....              | 8 foot pitch  |
| 11 Bassoon (Reed).....           | 8 foot pitch  |
| 12 Piccolo .....                 | 2 foot pitch  |
| 13 Violin .....                  | 4 foot pitch  |
| 14 Stopped Diapason Treble ..... | 8 foot pitch  |
| 15 Stopped Diapason Bass.....    | 8 foot pitch  |
| 16 Salicional.....               | 8 foot pitch  |
| 17 Open Diapason.....            | 8 foot pitch  |
| 18 Bourdon Treble .....          | 16 foot pitch |
| 19 Bourdon Bass.....             | 16 foot pitch |

## PEDAL ORGAN.

|                              |               |
|------------------------------|---------------|
| 20 Double Open Diapason..... | 16 foot pitch |
|------------------------------|---------------|

## MECHANICALS.

|                    |                    |
|--------------------|--------------------|
| 21 Tremblant.      | 24 Great to Pedal. |
| 22 Swell to Great. | 25 Bellows Signal. |
| 23 Swell to Pedal. | 26 Pedal Check.    |

There are eight hundred and thirty-five (835) speaking pipes in all, varying from three-quarters of an inch to sixteen feet in length.

Students may begin the study of the Pipe Organ after having completed two grades of the Piano Course, and shown sufficient mental concentration to

cope with the difficulties afforded by so large an instrument.

New students wishing to study the Pipe Organ will be required to show proficiency in reading music ; good evidence of at least one year's study of piano-technic and a fair mental control while at the keys.

It is advisable that all students should study the piano and organ together. By this plan lightness of execution is measured and the hand is protected from a general stiffening of the muscles, which is likely to appear when the organ is studied alone.

To give an idea of the nature and value of the Organ Course, a few names only, of the writers have been given in each grade. Persons acquainted with the literature for the pipe organ will recognize the names of the greatest composers and organists of all time.

| CLASS.     | COLLEGE COURSE—PIPE ORGAN.                                                                                                                                                                                      |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FRESHMAN.  | Short Preludes and Fugues from Bach.<br>Studies from Rinck.<br>Pieces from Merkel, Guilman, Best and other<br>Modern Writers.<br>Begin Theory.                                                                  |
| SOPHOMORE. | Studies from Rinck continued.<br>Selections from Lemmen's Organ School.<br>Selections from Organ School, by Sparks,<br>Pieces from the Masters.<br>Course in Theory continued.                                  |
| JUNIOR.    | Preludes and Fugues from Mendelssohn and<br>Bach.<br>Sonates from Rheinberger and others.<br>Course in Theory continued.                                                                                        |
| SENIOR.    | History of the Organ and Organ Playing.<br>Sonates from Bach.<br>Pieces and Sonates from Buck, Best, Thiele,<br>Widor, and others of equal standing as<br>writers for the Organ.<br>Course in Theory continued. |

## COURSE IN VOCAL INSTRUCTION.

Specially written exercises to meet the requirements of each individual student will be given in Voice-Placing, Touch, and the study of Resonance. Artistic deep breathing will also be studied. First, with a view of supporting the voice properly, and, secondly, from a health standpoint, to develop the chest to the

fullest extent without strain, thus insuring a greater hold on life. In all cases where the chest is narrow, small or sunken, a special course of breathing exercises will be taken up from the beginning.

The regular course of studies includes Interval Singing, Scale Singing (diatonic) in many ways, Portamento, Broken chords and Arpeggios in major, minor and diminished intervals. Chromatic Scale alone and in connection with broken chords, Preparatory Trill and Trill Studies, lessons in all grades of movement from Adagio to Presto, the voice in Forte, Decrescendo, Piano and Crescendo singing, "Messa di Voce," Correct Vowel Forms of Mouth, Legato and Staccato.

Many of our great master teachers have contributed valuable books of vocalises, illustrating each of the above subjects, and many selections from these, outside the regular course, will be made at various times, to suit the progress of the student.

Graded solos from easy ballads to the difficult arias by the classical writers of the old school will be used. Also, that the student may become familiar with the good in modern music, the works of Lassen, Meyer-Helmund, Greig, Gounod, Saint-Saens, Goddard, Strelezki, Mosenthal, Buck, Chadwick and Paine are included in the course.

Correct pronunciation of the English language

and interpretation will be taken up as soon as the student can sing a clear, ringing tone with free, open throat, using the vowels with a few consonant combinations. All senior vocal students are expected to sing in public, songs and arias in three different languages.

| CLASS.                | COLLEGE COURSE.—VOICE.                                                                                                                                                                                                                                                                                                                                     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FIRST<br>PREPARATO'Y  | <p>One Semester of Sight Singing or its equivalent.</p> <p>Breathing and Voice Placing taught orally and continued until sufficient strength has been gained to study printed matter. Style taught in conjunction with Voice Placing, throughout the course.</p>                                                                                           |
| SECOND<br>PREPARATO'Y | <p>Panofka's A. B. C. Course.</p> <p>Concone, Sight Singing.</p> <p>Concone, 35 Singing Lessons.</p> <p>Schubert, Technic.</p> <p>It is suggested that singers pursue a short course in piano playing of about one year, unless already proficient to that degree.</p>                                                                                     |
| FRESHMAN.             | <p>Sieber, F. op. 92 Eight Measure Vocalises.</p> <p>Schubert, Technic.</p> <p>Concone, op. 9, book 1.</p> <p>Panofka, op. 85, book 1.</p> <p>Selected exercises from the works of Delle Sedie, Randegger and Hauptner will be used through the two Preparatory and Freshman years.</p> <p>Easy pieces suited to grade.</p> <p>Begin course in Theory.</p> |

| CLASS.     | COLLEGE COURSE.—VOICE.—Continued.                                                                                                                                                                                                                                                                                                                                                         |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOPHOMORE. | <p>Concone, op. 9, book II.<br/> Nave, op. 21, book III.<br/> Schubert, Technic Continued.<br/> Bordogni, Twenty-Four Vocalises.<br/> Panofka, op. 81, book II.<br/> Selected pieces suited to grade.<br/> Theory Continued.</p>                                                                                                                                                          |
| JUNIOR.    | <p>Concone, op. 11, book II.<br/> Sieber, op. 78, complete.<br/> Bordogni, 36, Vocalises, book I.<br/> Lamperti, Trill Studies, selections. After<br/> taking Concone, op. 11, if sufficient skill<br/> is not manifested, one of the following<br/> books will be required: Concone, op.<br/> 12, or Panofka op. 81, book II.<br/> Selected pieces and arias.<br/> Theory Continued.</p> |
| SENIOR.    | <p>Marchesi, op. 4, Studies in Style.<br/> Sieber op. 129, complete.<br/> Bordogni, 36 Vocalises, book II.<br/> Musical History and History of Song, one<br/> year.<br/> Operatic arias and Selected Songs.<br/> Theory Continued.</p>                                                                                                                                                    |

## ORATORIO OR CHURCH MUSIC COURSE.

Students intending to fit themselves for Church or Oratorio singing will take the following Junior and Senior work instead of that tabulated above :

| CLASS.  | ORATORIO COLLEGE COURSE.—VOICE.<br>—Continued.                                                                                                                                                                                                                               |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| JUNIOR. | Master-Pieces of Vocalization, edited by Max Spicker, Vol. III.<br>Vocalises of Cherubini, Giovanni, Prota and Mazzoni, edited by Stern.<br>Lamperti's Trill Studies.<br>Selected Oratorio Arias and Sacred Songs.<br>Theory Continued.                                      |
| SENIOR. | Master-Pieces of Vocalization, Spicker, Vol. IV<br>Solfege du Conservatoire, Paris, Vol. IV, thirty selected studies.<br>Marchesi, op 4, five selections.<br>Musical History and History of Song, one year.<br>Selected Oratorio Arias and Sacred Song.<br>Theory Continued. |

NOTE.—While the above courses have been especially prepared for soprano voice, there are ten other fully graded courses, two to each of the following voices: Mezzo-Soprano, Contralto, Tenor, Baritone, and Bass.

## INSTRUCTION ON THE PIANO-FORTE.

Within the past few years new and important works have been composed by our foremost American teachers, in harmony with the latest ideas as how best to cultivate true musical feeling and at the same time develop a well rounded technic. These studies have been included in the following list:

| GRADE.                | COLLEGE COURSE.—PIANO.                                                                                                                                                                                                                                                          |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FIRST<br>PREPARATO'Y  | Landon, Piano Playing.<br>Ruthart, Master and Pupil.<br>Kunz, op. 14, 200 Canons.<br>Macdougall, Melody Playing, Vol. I.<br>Heller, op. 125.<br>Loeschhorn, op. 66, book I.<br>Macdougall, Melody Playing, Vol. II.<br>Classics.                                                |
| SECOND<br>PREPARATO'Y | Bach, Six Short Preludes.<br>Bertini Studies. Selections from op. 29, 32<br>and 100.<br>Concone, J. First Studies.<br>Berens, op. 61, books I. and II.<br>Heller, op. 45.<br>Classics.<br>Masons' Touch and Technic. Selections.<br>Lutkin, Condensed Finger, Technic, Part II. |

| CLASS.     | COLLEGE COURSE.—PIANO.—Continued.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FRESHMAN.  | <p>Turner, Octave School, Vol. I.<br/>           Hasert, R. op. 50, book III.<br/>           Bach, Two Voiced Inventions.<br/>           Hummel, F., op. 43, book I.<br/>           Doring, op. 33, book II.<br/>           Cramer, 84 Studies.<br/>           Clementi, Gradus ad Parnassum. Twenty of the easiest studies from the above two sets.<br/>           Haydn, Dussek, Mozart, Beethoven, etc. Selected movements from Sonatas.<br/>           Mason's Touch and Technic con.<br/>           Mees, Daily Studies.<br/>           Harmony, first year.<br/>           Sight-Reading, half hour each day.</p> |
| SOPHOMORE. | <p>Turner, Octave School, Vol. II.<br/>           Bach, Three Voiced Inventions.<br/>           Doring, op. 53, book III.<br/>           Czerny, op. 740, book II.<br/>           Cramer, 84 studies.<br/>           Clementi, Gradus ad Parnassum. Fifteen studies from the latter part of the above two works.<br/>           Krause, op. 15, book II.<br/>           Heller, op. 127.<br/>           Sonatas from Haydn, Mozart and Beethoven.<br/>           Mason's Touch and Technic.<br/>           Harmony, second year.<br/>           Sight Reading.</p>                                                      |

| CLASS.  | COLLEGE COURSE.—PIANO.—Continued.                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| JUNIOR. | <p> Kullak's Octave School, Vol. II.<br/> Moscheles, op. 70, book I.<br/> Kessler, op. 20, Pauer selection.<br/> Bach, Well-Tempered Clavichord, six selections.<br/> Mayer, op. 119, book I.<br/> Chopin, op. 10 and 25, ten selections.<br/> Concertos and Sonatas.<br/> Technic, Tausig and Germer, selections.<br/> Sight Playing.<br/> Theory Continued. </p>                                                                                 |
| SENIOR. | <p> Bach, Well-Tempered Clavichord. Six selections, including one movement from "Italian Concerto."<br/> Henselt, op. 2, in part only.<br/> Chopin, op. 10 and 25 continued.<br/> Kullak, op. 48, book II, Nos. 6 and 7.<br/> Mendelssohn, op. 35.<br/> Left Hand Music.<br/> Concertos and Sonatas.<br/> Technic, from Henselt and Neupert.<br/> Sight Playing.<br/> Musical History and History of Pianoforte Music.<br/> Theory Continued. </p> |

## CABINET ORGAN COURSE.

Many persons receive their first musical thoughts and delights from the small parlor instrument, the cabinet organ. It is the instrument that satisfies the longings of the masses. A few of the prominent makers have recently manufactured instruments capable of producing many and varied musical effects of considerable artistic value.

We have prepared a graded course of study for this instrument extending over four years, with two preparatory grades.

## GUITAR COURSE.

As an instrument to offer a soft, pleasing accompaniment to the human voice, probably the guitar can not be excelled. Because of this it has become a favorite with young people in the home.

A finely graded course of studies has been prepared, including many from the celebrated writers for this soft-toned instrument, among whom the following may be mentioned: Winner, Holland, Carulli and Carcassi.

## COURSE IN THEORY AND COMPOSITION.

This course contemplates the completion of Harmony by Norris, two volumes, Elementary Musical Form from Matthews and others, Simple Counterpoint

by Ayres, Advanced Harmony in five or more parts, Counterpoint by Dr. Bridge and Homer Norris, Canon, Musical Forms by Cornell—the larger forms—Fugue by Higgs and Instrumentation by Prout. Original compositions will be required frequently throughout the course.

Other works consulted are as follows: Harmony by Jadasshon, Emery, Howard and others; Material uses in Musical Composition by Goetschuis, Composition by Stainer, Musical Forms by Pauer, Instrumentation and Orchestration by Berlioz.

#### VOCAL CULTURE AND SIGHT-SINGING.

All students in regular standing will be admitted to this class by the payment of a small fee. One lesson per week. Vocal Culture forms the basis of work in this class.

#### EXPENSES.

|                                                                                                       |         |
|-------------------------------------------------------------------------------------------------------|---------|
| PIPE ORGAN :—Two lessons each week, per quarter.....                                                  | \$22 00 |
| PRACTICE ON PIPE ORGAN :—One hour per day, per<br>quarter .....                                       | 5 00    |
| BLOWER FOR PRACTICE ON PIPE ORGAN :—Per quarter....                                                   | 9 00    |
| PIANO HIRE :—One hour per day, per quarter.....                                                       | 3 50    |
| TUITION :—Piano, Violin, Guitar. Voice or Cabinet Or-<br>gan, two lessons each week, per quarter..... | 17 00   |
| HARMONY :—One hour each week, per quarter, in class<br>of three or more members, each.....            | 6 00    |

|                                                                                                                                                                                 |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| HARMONY:—Private tuition, two half-hour lessons each week, per quarter.....                                                                                                     | 17 00 |
| VOICE CULTURE AND SIGHT-SINGING:—In class of ten or more, one hour each week, per quarter, each member .....                                                                    | 2 00  |
| HISTORY OF MUSIC, HISTORY OF PIANOFORTE PLAYING, HISTORY OF SONG, HISTORY OF ORGAN AND ORGAN PLAYERS, HISTORY OF THE VIOLIN AND ITS MAKERS:<br>In class, per quarter, each..... | 17 00 |
| HISTORIES:—Taken privately, written lessons, one each week, per quarter.....                                                                                                    | 3 50  |

## SCHOOL OF FINE ARTS.

The College aims to offer to the friends of art the advantage of a well-organized and thorough school with a view of qualifying young ladies and gentlemen to impart to others a careful art education, and develop its application to the common uses of life. The course of study covers from three to four years, and is arranged in such a way that pupils may see at a glance the work to be done, the points of attainment, and also the high excellence of the course. The pupils are arranged in three grades, and have the advantage of the best instruction.

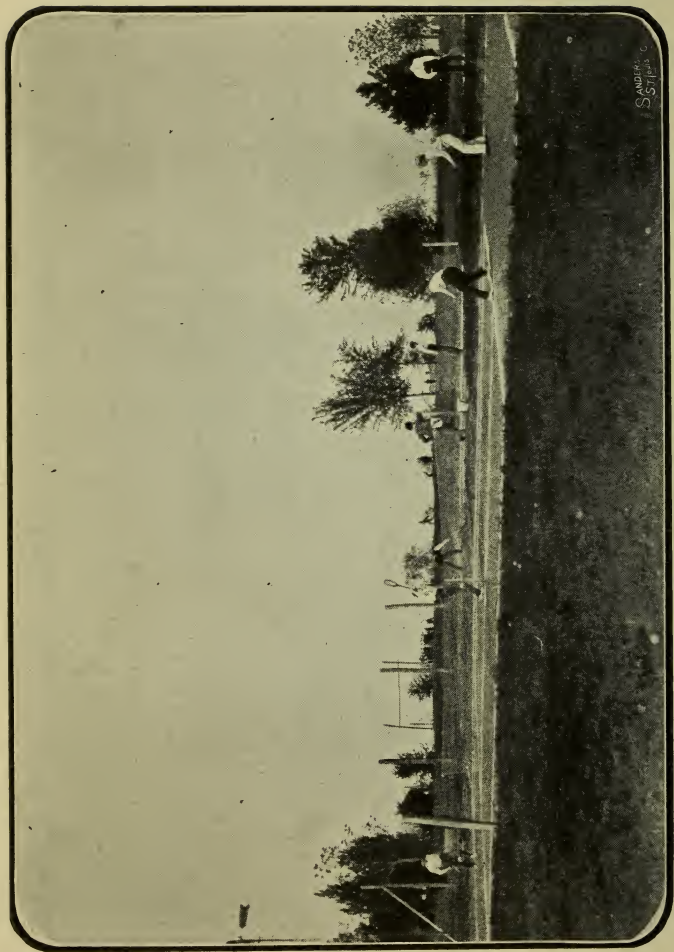
We ask our patrons to give special attention to the rates, which we have endeavored to put within the reach of every one.

Tuition per term—twelve weeks ; two lessons per week, three hours per lesson, \$15.00.

Art students are recommended in addition to the above to take at least one study each term with the literary classes. The charge for such studies is somewhat less than the average cost per study, art students being allowed to enter any class by permission for \$3 per quarter. Students can take any part of the course under the advice of the professor in charge of the department.

| GRADE. | COURSE IN FINE ARTS.                                                                                                                                                                                                                                                                                                                                                     |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I.     | <ul style="list-style-type: none"><li>a. Drawing and shading from casts of geometric figures.</li><li>b. Drawing and shading from groups composed of geometrical figures.</li><li>c. Drawing in crayon from the studies.</li><li>d. Drawing and shading from ornament—conventionalized leaves—flowers.</li><li>e. Drawing and shading from hand, arm and foot.</li></ul> |
| II.    | <ul style="list-style-type: none"><li>a. Drawing and shading from marks or casts from the antique.</li><li>b. Drapery in crayon.</li><li>c. Painting from still life.</li><li>d. Pen drawing.</li><li>e. Drawing and shading from casts of antique busts. Apollo de Belvidere, Venus de Milo, etc.</li></ul>                                                             |
| III.   | <ul style="list-style-type: none"><li>a. Drawing and shading from antique busts.</li><li>b. Painting from objects and nature in oil and water colors.</li><li>c. Drawing and shading from full length casts of antique figures.</li><li>d. Drapery in oil or water colors.</li><li>e. Art History.</li></ul>                                                             |





THE TENNIS COURTS.

## Calendar 1901—1902.

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- 1901      August 14—Summer Quarter Ends.  
“      September 5—Autumn Quarter Begins.  
“      November 27—Autumn Quarter Ends.  
“      “      28—Winter Quarter Begins.  
“      “      28—Thanksgiving Day.  
“      December 25—January 1—Christmas Vacation.
- 1902      January 22—Day of Prayer of Colleges.  
“      February 22—Washington's Birthday.  
“      “      26—Winter Quarter Ends.  
“      “      27—Spring Quarter Begins.  
“      May 18—Baccalaureate Sermon.  
“      “      19—Elocutionary Recital.  
“      “      20—Classical Concert of School of Music.  
“      “      21—Exhibition of School of Art.  
“      “      21—Academic Graduating Exercises.  
“      “      22—COMMENCEMENT.  
“      “      22—Beginning of the Summer Quarter.  
“      August 13—Summer Quarter Ends.







UNIVERSITY OF ILLINOIS

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As a proper celebration of the Centennial of the  
Cumberland Presbyterian Church, the friends of  
the College will contribute to its endowment  
\$150,000.00 on or before February 4, 1901.

